

## ANALYSIS OF FACTORS CAUSING THE INEFFECTIVENESS OF BULLYING PREVENTION PROGRAMS IN SCHOOLS

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### Abstract

Bullying in schools remains a serious social problem, posing a risk to the physical and mental health of victims. Although various prevention programs have been implemented, their effectiveness is often limited. Some of the factors causing the low success of the program include the lack of participation of teachers, parents, and students; lack of thorough socialization; limited facilities and resources; weak reporting mechanisms; and a school culture that is not supportive. This study applied a systematic literature observation method to examine the main factors that hinder the success of bullying prevention programs in schools. The results of the analysis revealed that full support from the entire school community, intensive training for educators, regular program evaluations, and parental involvement played a significant role in increasing the effectiveness of the program. In addition, consistency in continuous implementation and supervision is also an important factor for success. Based on these findings, the study recommends a more comprehensive and sustainable prevention strategy, tailored to the needs of students as well as the characteristics of the respective school environment. With this integrated approach, it is hoped that a safer, more inclusive, and free learning environment will be created from violence, thereby supporting the optimal development of students both physically and mentally. These findings are expected to serve as a foundation for schools and stakeholders to design more effective and sustainable anti-bullying programs, so that the benefits can be widely felt.

Keywords: Bullying, Bullying prevention, Effectiveness of Programs, Bullying prevention programs, School Programs.

### INTRODUCTION

Bullying in schools is a social problem that negatively impacts the physical and mental health of children and adolescents [1]. Globally, millions of students experience bullying in many forms, from physical violence to psychological bullying and cyberbullying [2]. In Indonesia, the prevalence of bullying in schools is relatively high, with data showing high reports of cases and violence related to bullying in the educational environment (If Bambang Sulistyono1, 2024).

Although various prevention programs have been implemented, their effectiveness is still limited due to a number of factors such as low involvement of teachers, parents, and students, lack of socialization, limited resources, and a suboptimal reporting system [4]. In addition, a less supportive school culture and the rise of cyberbullying are also serious challenges [5]. Therefore, this study aims to identify the factors that cause bullying prevention programs in schools to be less effective so that they can provide recommendations so that these programs can be implemented more optimally in creating a safe and violence-free school environment [6].

### RESEARCH METHODS

This study applies a systematic literature observation method to trace and examine various factors that cause the prevention of bullying programs in schools to be less effective

[7] The focus of the study is on relevant articles and reports published in recent years, obtained from a variety of basic academic data and official government documents [8]. The included studies were selected based on criteria that included discussions on bullying prevention in the school environment, program implementation, stakeholder involvement, and evaluation methods [9]. The data collection process was carried out by searching electronic sources using keywords such as "bullying prevention", "bullying in school", and "program effectiveness". The literature found is then selected according to its relevance and quality, then analyzed systematically.

This study includes research from various countries, but pays special attention to findings that are in accordance with the conditions of education in Indonesia [10]. The scope of the study includes primary and secondary schools that have implemented bullying prevention programs [11]. The time range of the published review is between 2020 and 2025. The analysis is directed at the main obstacles to the effectiveness of the program, such as implementation constraints, the level of involvement of related parties, and the limitations of facilities or resource support [12]. This approach allows for the preparation of a comprehensive synthesis of knowledge to support better strategy research in improving bullying prevention efforts in schools. [13] This review was also modified to include the latest data from local governments so that the results are more contextual and relevant to the education situation in Indonesia.

## RESEARCH RESULTS

As a researcher, I found that these systematic insights uncovered a variety of factors that affect the effectiveness of bullying prevention programs in schools. Although prevention programs have been widely implemented at the primary to secondary education levels, cases of bullying are still common. In Indonesia, the latest data shows a high rate of bullying, including physical, verbal, and cyber forms [14]. Based on the results of the analysis, programs that are considered effective generally involve stakeholders as a whole, including the active involvement of teachers, parents, and students. Interventions that include teacher training, regular program evaluation, and the role of parents have been proven to provide more optimal results [15].

However, as a researcher, I also note that there are still many schools that face obstacles in the form of limited resources, lack of socialization programs, reporting mechanisms that have not been effective, and inconsistent follow-up. [16]. I also identified significant differences in the implementation of the program between schools, which had an impact on the inconsistency of results [1]. Programs that are not audited on an ongoing basis or are not included in the curriculum are less likely to be able to create long term behavioral change [17]. In addition, aspects of the school's culture and environment—such as the school climate and peer-to-peer interaction—have also been shown to play an important role in determining the success of the program [18]. To compile an analysis of the factors that cause the ineffectiveness of bullying prevention programs, researchers first conducted a review of various previous studies.

**Table 1. Daftar Penelitian Terdahulu Tentang Pencegahan Bullying**

No	Judul	Penulis / tahun	Jenis Artikel	Metode	Temuan Utama
1.	<i>“Stop Bullying Now!”</i> Sosialisasi Anti Bullying Sebagai Upaya Mencegah Perilaku Bullying Pada Siswa SMP Negeri 6 Kuantan Mudik	(Novrizal et al., 2024)	Jurnal Pengabdian Kepada Masyarakat (Pengabdian)	Edukasi	Program sosialisasi meningkatkan kesadaran siswa mengenai dampak bullying dan pentingnya menciptakan lingkungan sekolah yang aman; siswa terlibat aktif dalam kegiatan edukasi.
2.	<i>Implementasi program anti-bullying di SMK Muhammadiyah 6 Gemolong: pendekatan Sekolah Ramah Anak (SRA) dan kolaborasi eksternal</i>	(Salman Huda Nur Rohimin et al., 2024)	Observasi	Kualitatif	Program meningkatkan pemahaman siswa mengenai bullying, namun partisipasi guru dan siswa belum merata sehingga hasil belum optimal.
3.	<i>Pelatihan Latihan Berpikir Positif Giat Bullying (Bahagia Tanpa Bullying) Sebagai Upaya Pencegahan Perilaku Bullying Pada Remaja</i>	(Nasution & Sari, 2024)	Pengabdian Masyarakat	Uji Wilcoxon (pretest – posttest)	Edukasi berhasil menambah pengetahuan siswa tentang bahaya bullying dan cara pencegahannya; orang tua juga mulai memahami peran mereka dalam mendukung program. Namun, efektivitas program sangat bergantung pada konsistensi pelaksanaan dan keterlibatan peserta secara aktif.
4.	<i>Mengubah Sekolah Menjadi Tempat Belajar Yang Aman dan Nyaman: Program Pencegahan dan Penanganan Bullying di SMTK TNS Kecamatan TNS</i>	(Telussa et al., 2024)	Pengabdian Masyarakat	Kualitatif	Penguatan karakter membantu Meningkatkan empati siswa dan pemahaman tentang perilaku positif; siswa lebih sadar pentingnya melapor jika terjadi bullying. Namun, efektivitas program bergantung pada keterlibatan seluruh warga sekolah dan pelaksanaan program secara konsisten.

5.	<i>Implementasi Proyek Penguatan Profil Pelajar Pancasila Dalam Pencegahan Perundungan (Bullying) Di Smp Ypu Kota Bandung</i>	(Ramadhanti & Hidayat, 2022)	Observasi	Kualitatif	Menunjukkan bahwa guru memiliki peran penting dalam mencegah bullying, namun banyak guru yang belum memiliki keterampilan yang memadai dalam menangani kasus bullying
6.	<i>Effectiveness of school-based programs to reduce bullying perpetration and victimization: An updated systematic review and meta-analysis</i>	(Gaffney et al., 2021)	Literature riview	Quision er	Program anti- bullying sekolah memberikan dampak moderat dalam menurunkan angka bullying dan meningkatkan pemahaman siswa. Namun program anti-bullying kurang efektif jika tidak disertai evaluasi dan monitoring secara berkala.
7.	<i>The Potential of Anti-Bullying Efforts to Prevent Academic Failure and Youth Crime. A Case Using the Olweus Bullying Prevention Program (OBPP)</i>	(Borgen et al., 2021)	Empiris	Quision er	Program OBPP membantu membangun budaya sekolah yang lebih suportif dan meningkatkan kesadaran siswa serta guru terhadap perilaku bullying. Program menunjukkan dampak jangka panjang terhadap perilaku dan capaian pendidikan siswa, terutama
8.	<i>Evaluasi Bnsp Dalam Penanganan Kasus Bullyingdi Sekolah</i>	(Mu'awana h & Ashari, 2024)	Literature riview	Kualitat if	Menunjukkan bahwa evaluasi program penanganan bullying di sekolah masih belum dilakukan secara optimal.

9. <i>Implementasi Program Roots Indonesia Dalam Mengatasi Perilaku Bullying Di Smkn 1 Rejotangan Kabupaten Tulungagung</i>	<i>Roots</i>	(Istighfaria, 2024)	Jurnal pengabdian masyarakat	Kualitatif	Implementasi program Roots Indonesia menunjukkan bahwa efektivitas program sangat bergantung pada konsistensi pelaksanaan dan komitmen sekolah. Ketidakkonsistenn dalam implementasi menyebabkan program tidak memberikan dampak yang signifikan terhadap penurunan kasus bullying.
10. <i>Evaluasi Pelaksanaan Program Pencegahan dalam Menciptakan Lingkungan Belajar Aman dari Bullying dan Kekerasan Seksual di MTs Nurul Huda Jakarta</i>		(Muliadi et al., 2025)	Jurnal pengabdian masyarakat	Kualitatif	Menunjukkan bahwa program pencegahan bullying tidak berjalan optimal karena kurangnya kesiapan tenaga pendidik dalam mengimplementasikan program secara efektif.
11. <i>Penyuluhan Anti-Bullying pada Siswa Sekolah Dasar di Desa Margaluyu dengan Metode Musikalisasi</i>		(Fajarwati et al., 2024)	Jurnal pengabdian masyarakat	Observasi	Setelah penyuluhan, terlihat kenaikan kesadaran dan pemahaman anak-anak tentang bentuk bullying dan pentingnya empati[7]. Program ini dinilai layak menjadi model untuk lingkungan sekolah lain agar

## DISCUSSION

This study highlights various factors that affect the success of bullying prevention programs in Indonesian schools. The prevalence of bullying cases even though there has been program intervention shows that the existing implementation is not comprehensive enough, does not run consistently, or does not involve related parties optimally[15]. From the results of the study, programs that are considered effective generally use a comprehensive approach, involve teachers, parents, and students, have regular evaluations, and implement strategies that are in accordance with the culture and conditions of the school[19]. The differences in program implementation in each school also show that interventions need to be tailored to the needs, conditions, and resources available. Many programs are less effective due to lack of budget, weak reporting systems, and lack of follow-up on cases that arise[20]. These obstacles have an impact on the termination and results of programs in the field. Integrating anti-bullying materials into the curriculum—for example through character education or social skills training—has been shown to help shape positive attitudes and reduce the potential for bullying[21].

In addition, cooperation between schools and external parties such as health workers, communities, or community organizations helps strengthen the impact of the program[22]. The study also emphasizes the importance of a clear monitoring and evaluation system so that programs can continue to adapt to new challenges, such as cyberbullying. Regular training for educators and increased parental roles are also indispensable to create a safe and supportive school environment.[23] Even so, this study recognizes limitations, such as differences in the quality of programs between schools and the accuracy of case reporting[24]. In addition, follow-up research needs to look at the long-term impact of the programs being run and develop more innovative methods that are appropriate to various school situations in Indonesia[25]. Overall, cross-sectoral collaboration, ongoing capacity building, and the integration of prevention strategies into the broader education system are key to improving the effectiveness of anti-bullying programs and creating a safer learning environment for students.

## CONCLUSION

This systematic review shows that bullying prevention programs in Indonesian schools have not been running optimally due to a number of major obstacles. Some of the most influential factors include lack of training for teachers, lack of involvement of students and parents, weak reporting systems, and limited school facilities and resources. In addition, non-uniform implementation and the absence of routine evaluations make many programs not produce sustainable impacts. In order for prevention to run effectively, a comprehensive approach is needed that involves all school residents and is integrated into the existing education system. The implementation of anti-bullying strategies through the curriculum, such as character education and social skills strengthening, has been proven to be able to encourage a more positive school atmosphere.

Support from outside parties, such as the government, mental health workers, and community organizations, also plays a big role in maintaining the desire program. To achieve program success, schools need to build stronger monitoring and reporting systems, conduct regular evaluations, and encourage active cooperation between teachers, students, parents, and external partners. Adaptation of interventions to local conditions and responses to new challenges, such as cyberbullying, are also important. Going forward, research is needed that reviews the long-term impact of these programs as well as new development strategies that are flexible and can be applied in different types of schools.

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